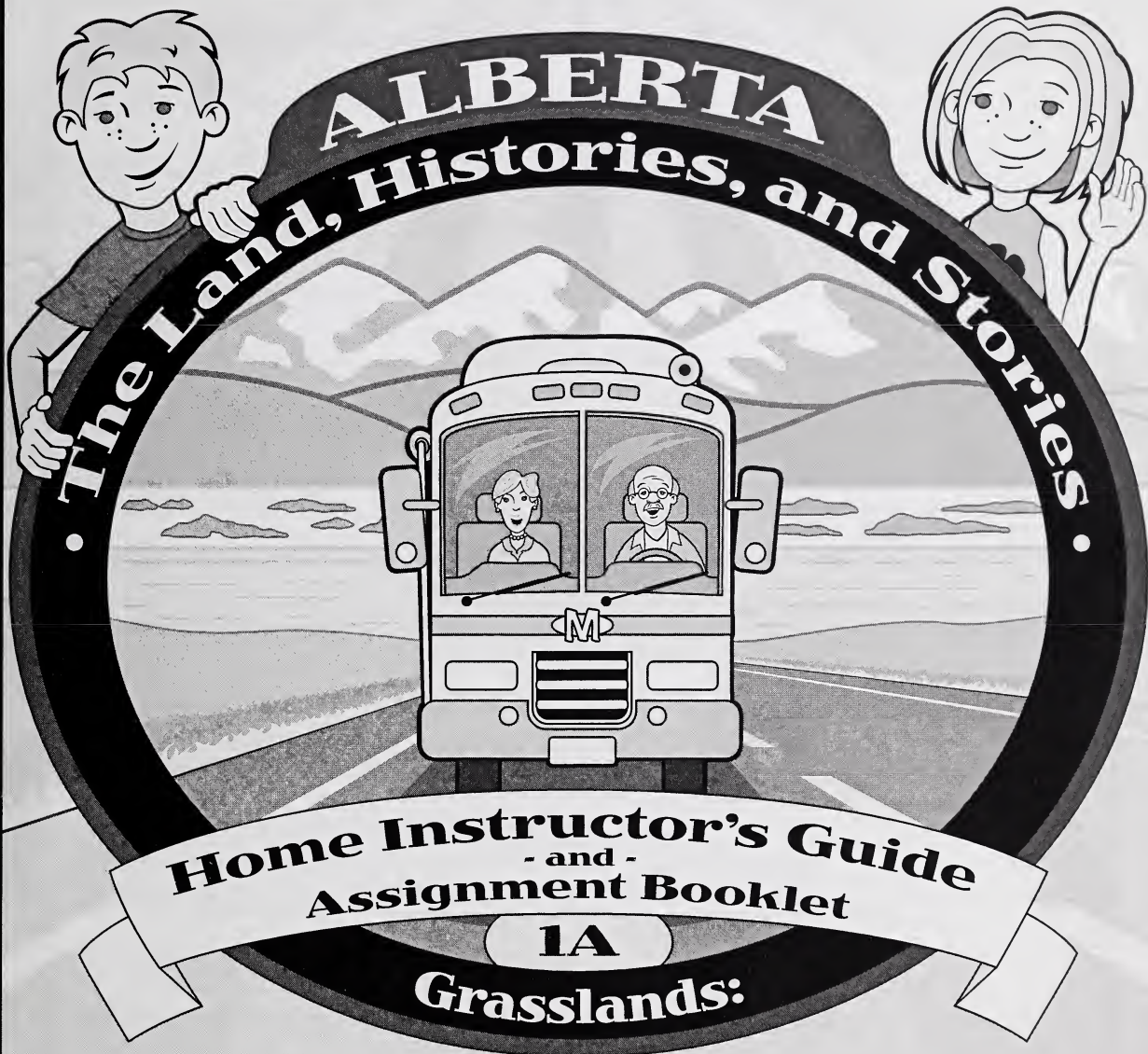




GRADE

4

Social Studies



Learning
Technologies
Branch

Alberta
EDUCATION

Grade 4 Social Studies
Module 1: Grasslands: Sacred Circles and Square Forts
Home Instructor's Guide and Assignment Booklet 1A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Introduction to Grade 4 Social Studies

Welcome to Grade 4 Social Studies! We hope that you and your student enjoy working through this course together.

The Course at a Glance

There are nine modules for this course.



Grade 4 Social Studies Curriculum Information

Alberta Education, a department within the Government of Alberta, is responsible for determining what Alberta students are expected to learn from kindergarten to Grade 12. The department works with its stakeholders to design curriculum and provide authorized resources that meet the needs of learners and educators.

This distance learning course was designed and developed by Learning Technologies Branch within Alberta Education. The course components have been reviewed and approved as provincially authorized resources. This means the Alberta teachers and publishing staff who made these resources have ensured they comply with the standards and specifications established by Alberta Education for this curriculum.

Specific information about this curriculum can be found on the Alberta Education website, where Curriculum Handbooks for Parents and Curriculum Summaries are available:

<http://www.education.gov.ab.ca/parents/handbooks/>

Program Rationale and Philosophy

Social studies provides opportunities for students to develop the attitudes, skills, and knowledge that will enable them to become engaged, active, informed, and responsible citizens. The Grade 4 Social Studies course is designed to address the learning outcomes and objectives established by Alberta Education.

The focus of Grade 4 Social Studies is on exploring the geographic, cultural, linguistic, economic, and historical characteristics that define quality of life in Alberta: people's interaction with the land, how physical geography and natural resources affect quality of life, and how major events and people shaped the evolution of Alberta. As your student reflects upon the people, places, and stories of Alberta, he or she will develop a sense of place, identity, and belonging within Alberta.

The Grade 4 Social Studies course addresses the need to ensure that accurate understandings and awareness of the histories, cultures, traditions, values, identity, spirituality, and languages of First Nations, Métis, and Inuit peoples are taught in an integrated fashion. The infusion of these understandings into Grade 4 Social Studies is designed to increase the relevance of provincial curricula for Aboriginal learners and to portray the cultural and racial diversity of Aboriginal people in our society.

The Grade 4 Social Studies program recognizes that the development of information and communication technology (ICT) skills is fundamental to participation in today's knowledge-based economy. Technology can provide greater access to resources, expose students to real-world problems and authentic contexts for learning, and provide alternative methods of representing and communicating their knowledge.

For further information on the mandated learning outcomes and objectives of the Grade 4 Social Studies program, it is recommended that you visit the Alberta Education website.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/default.asp

Grade 4 Social Studies Course Components

You have chosen an alternative form of learning that allows your student greater freedom in some ways than traditional classroom learning. It also requires discipline and motivation for your student to carry on without the continual reinforcement and motivation a classroom teacher often gives. As a home instructor, you must assist your student in many ways, thus providing optimum opportunities for his or her learning. The first thing to do is to familiarize yourself with the structure of the course and its components. The structure of the modules in this course follows a systematic design. The basic components of each module include a Student Module Booklet, Assignment Booklets, Home Instructor's Guides, and a multimedia CD.

The Grade 4 Social Studies learning package includes the following components:

- nine Student Module Booklets
- eighteen Assignment Booklets with attached Home Instructor's Guides
- Grade 4 Social Studies Multimedia CD

When you receive your student's course materials, take the time to look carefully at what you have received to ensure it is complete, that it is the correct course, and that it is not defective in any way. If there is a problem, notify your supplier immediately.

Student Module Booklets

There is one Student Module Booklet for each module. The Student Module Booklet begins with a table of contents, course information, a module overview, and an assessment statement. The remainder of the Student Module Booklet is divided into two parts.

The first part contains several chapters to read and activities for the student to do. It is important that the student read the entire chapter and do all of the practice activities before attempting the assignment for that chapter. Included in each chapter are extension activities (called Beyond the Story) designed to provide the student with further practice and to reinforce the concepts taught in that chapter. These activities allow for "fun" applications of the concept being taught. If the student gets the rest of the work in the chapter done quickly, he or she can work on these Beyond the Story activities. Try to have the student work on at least a few of these activities. If time permits, the student can work on them all. Although the Beyond the Story activities correspond to the chapter in which the concept was taught, do not restrict the student to working on them only at that time. Once the concept has been learned, the student may work on any of the activities at any time throughout the module. This part of the Student Module Booklet concludes with a Module Summary, which focuses on the main ideas that the student has learned.

The second part of the Student Module Booklet is the Appendix, which includes a Glossary, Suggested Answers, and any additional learning aids needed to successfully complete that module. The Suggested Answers allow the student to correct his or her own work in the Student Module Booklet—something that you should monitor closely. The student should be encouraged to review any areas where he or she has had difficulty.

The student writes directly in the Student Module Booklets.

Home Instructor's Guides

The Home Instructor's Guides are for the home instructor, the person responsible for guiding the student through the course. They include planning information and summaries of the chapters, and offer instructions and directions for ways in which you can instruct your student. The guide lists websites that you and your student might wish to access. Always read the chapter summary before beginning a chapter.

The Home Instructor's Guides are attached to the Assignment Booklets. Separate the two components before the student begins working in the Assignment Booklets.

Assignment Booklets

Accompanying each module are two Assignment Booklets. The assignments in these booklets are designed to help the teacher assess the student's understanding of the concepts covered in the modules. In most instances, your student's marks for each module will be determined by how well he or she does the assignments in the Assignment Booklets. You should confirm with your school if other assessment tools will be used to determine your student's mark for each module. As your student works through a Student Module Booklet, he or she will be directed to complete questions in the appropriate Assignment Booklet. The student should complete the assignments independently. Please ensure that your student follows the instructions in the Assignment Booklets closely and that the student does his or her best work for assessment by reviewing the materials before they are sent in.

When your student has completed each Assignment Booklet, it should be promptly submitted to the teacher for assessment. It is important to submit assignments regularly. It allows you and the teacher to

- record a current evaluation of the student's progress
- identify strengths and weaknesses
- solve problems as they arise

At the end of the second Assignment Booklet for each module, there is a Home Instructor's Feedback Form. This will help the teacher assess the student's learning. The student will also complete a feedback form. While you are waiting for feedback from the teacher, you are encouraged to have your student start the next module.

Multimedia CD

Your course contains at least one CD. This CD contains various multimedia segments that will help your student learn the basic concepts within this course. Students learn in different ways, and technology helps create different kinds of learning environments. Students have an opportunity to interact with the information. They can try different scenarios and see what happens. They can see how these concepts relate to world problems and situations.

These multimedia segments will help your student understand, use, and apply technology in effective, efficient, and ethical ways. Learning information and communication technology (ICT) skills is necessary for your student to ensure ongoing competitiveness in a knowledge economy.

If you do not have access to a computer, make every effort to arrange for your student to have periodic access to a computer in a nearby school or library.

Additional Resources

Resources and Equipment

In addition to the course materials, your student will need the following resources:

- an atlas of Canada: Ensure that the atlas you use is current. Due to the recent addition of Nunavut and the change of Newfoundland to Newfoundland and Labrador, many older atlases of Canada are no longer accurate.
- a map of Alberta: You can purchase a map from various places, including map stores, bookstores, gas stations, or the Alberta Motor Association. You can also get one by contacting the Government of Alberta (1-780-427-3582 or toll-free at 1-866-427-3582).
- a junior dictionary, such as the *Canadian Junior Dictionary* published by Gage, a globe or world map, a map of Canada, and an encyclopedia

Following is a list of equipment that your student will be required to use. You may wish to discuss the availability of equipment with your distance learning provider.

- Your student will need access to a computer with a CD drive so that he or she can use the CD that accompanies this course. Because students are frequently referred to the Internet, your student should have access to an Internet connection. If you do not have computer and Internet capabilities at home, remember that computers and Internet access is widely available through public libraries and schools. Make arrangements so that your student has access to this valuable resource.
- Your student will need some way to record oral assignments. You may choose to use an audiocassette recorder or a computer with recording capability.
- Your student will need a binder with lined paper to record information, to keep his or her Internet Journal, and to organize returned assignments and teacher feedback.

Internet Links

The Internet can be a valuable research and learning tool for your student. Periodically, references to Internet sites are provided in the Student Module Booklets and/or in the Home Instructor's Guide. You should also encourage your student to use other information sources, such as the library.

When your student is using the Internet, there are a few things to keep in mind:

- **Do not believe everything you read.** The Internet is filled with information. Unfortunately, not all of it is correct. Anyone can put information on the Internet. The important thing is that your student takes a close look at the source to determine who is credited with supplying the information. For example, did a university, a museum, or a science centre put the information on the Internet? If so, it probably provides correct information.

The point is to encourage your student to use a critical eye and not to believe everything he or she reads. If your student is uncertain about something, it is wise to double-check the information on one or two other sites or with other resources.

Go to the Internet sites referenced in the Student Module Booklets or this guide before your student accesses them. Confirm the site is still relevant and appropriate for your student. The owners of the Internet addresses (URLs) sometimes change, and a site that was educational when this course was written may no longer be suitable. Also, try out recommended search words to confirm that they are still safe.

- **Use online research tools.** There are a number of different tools, called search engines, available to assist your student in finding information on the Internet. These engines organize and sort information by topic or key word. AltaVista Canada (www.altavista.com), Google Canada (www.google.ca), and Yahoo! Canada (www.yahoo.ca) are just a few of the search engines available.
- **Websites can change or disappear.** Your student should keep in mind that the Internet is constantly changing. Sometimes he or she will discover that after typing in an address, a note will come up on the screen indicating that the site has moved or disappeared. If your student finds that an address does not work, he or she should go back to one of the search engines and do a general search using a key word or phrase.

LearnAlberta.ca

LearnAlberta.ca is a special, protected website found at <http://www.learnalberta.ca>. It has been developed by Alberta Education for Albertans. Whenever your student is asked to go to this large site (portal), you can be assured the content has been either developed by or for Alberta Education or licensed to Alberta Education because it is quality content related to Alberta students' needs.

LearnAlberta.ca is a recognized, digital learning environment for Albertans. This Alberta Education portal is a place where students can support their learning by accessing resources for projects, homework, help, review, or study. Home Instructors also have access so they can learn what their students are expected to know and be able to do. They can then support their students' learning.

For example, LearnAlberta.ca contains a large Online Reference Centre that includes multimedia encyclopedias, journals, newspapers, transcripts, images, maps, and more. The National Geographic site contains many current video clips that have been indexed for Alberta Programs of Study. Teacher support materials and student activities are also available. The content is organized by grade level, subject, and curriculum objective. Use the search engine to find key concepts quickly. Check this site often as new interactive multimedia segments are being added all the time.

If you find a password is required, contact your teacher or school to get one. No fee is required.

First Nations Stories

Before people began recording information about their lives in written form, they passed on knowledge about their history, culture, and ways of life through the telling of stories. This is what we mean when we refer to oral tradition.

First Nations people in Alberta have a rich oral tradition. Stories are told to bring people together, to share a past, to provide instruction on how to live, and to entertain. Many First Nations stories and teachings have been handed down in the same way for hundreds of years. In many cases, this recollection of the past is so precise that the Supreme Court of Canada recognizes that First Nations oral traditions must be given fair weight as evidence when looking at legal matters.

First Nations storytelling has always been a communal activity. In the past, winter was the main storytelling season. Winter nights were long and provided a time for First Nations to rest, play, and pass on traditional stories. Cold, snowy nights would find children seated around Elders, listening to stories of their community. This is how children were taught the knowledge, values, and beliefs of their people.

Generally there are two kinds of stories, those that teach moral and historical lessons and those told purely for entertainment. Historical stories record and pass on information about important events for families and Nations. They include creation stories, the adventures of cultural heroes, and accounts of the origin of specific customs and rituals. Many of these stories are considered sacred and are told only at certain times and places, in an exact way, by specific individuals. These stories take place in real time and space, in a world before now, and are considered to be true to the people by which the story was originally told.

Fictional stories are usually told on winter nights to instruct and entertain, but may be shared at other times and in other situations as well. The narrators of these stories would often embellish their stories with gestures and changes in vocal tone. In some First Nations, a particular version of a story belongs to the storyteller and may be retold only with the permission of the owner.

The use of stories in Grade 4 Social Studies provides a vital opportunity to bring history to life. Through stories, people share information, values, and attitudes about history, culture, and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels, or short stories.

As a general objective, the Grade 4 Social Studies curriculum mandates that students “appreciate how an understanding of Alberta’s history, peoples, and stories contributes to their sense of belonging and identity.” In terms of specific objectives, students will

- recognize how stories of people and events provide multiple perspectives on past and present events
- recognize oral traditions, narratives, and stories as valid sources of knowledge about the land, culture, and history
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity
- demonstrate respect for places and objects of historical significance
- determine what stories of the Aboriginal peoples tell us about their beliefs about the relationship between people and the land
- discover how the names of geographic places reflect the origins of the people who inhabited, discovered, or developed communities in these places
- appreciate the ways in which music, art, narratives, and literature contributed to the vitality of the culture, language, and identity of diverse Alberta communities over time
- value and respect their own and other cultural identities
- demonstrate respect for the rights, opinions, and perspectives of others
- demonstrate respect for the cultural and linguistic diversity in Alberta

It should be noted that the use of First Nations stories in the Student Module Booklets has some inherent limitations. In the oral tradition, inflection and use of gestures were crucial to the telling of stories and are lost when stories are rendered in written form. As well, the act of writing these stories down in English, at an elementary reading level, may slightly alter or change their meaning. This is an unintended drawback of the printed word.

Some people believe that First Nations oral teachings should not be written or retold. They are concerned that authentic oral traditions may be distorted or misinterpreted by individuals outside the community. Some stories are considered sacred, and there is a concern that other cultures may not properly understand or respect their purpose. As far as possible, the stories chosen for inclusion in these modules were carefully selected to address these concerns. However, the merits and drawbacks regarding the use of First Nations oral teachings should be discussed with your student prior to their use in Grade 4 Social Studies.

At best, it is difficult to capture the essence of an oral culture through the printed word. This can be enhanced by taking opportunities to hear Elders share their traditional teachings and stories. Elders are the men and women of First Nations communities recognized for their knowledge and wisdom. As such, they are highly revered and should be accorded great respect. The protocols for approaching and communicating with Elders vary among First Nations communities. It would be best to ask a local First Nations community member about proper protocol in your area. Be sure to prepare your student by discussing the importance of Elders to their communities.

The Role of the Home Instructor

As the home instructor, you have a key role in determining your student's success in this course. Your student needs encouragement and the confidence of knowing that the course is important to his or her future.

You are expected to perform the following duties:

- Ensure your student has a suitable study area.
- Ensure your student establishes a timetable.
- Supervise your student's completion of the Grade 4 Social Studies modules.
- Monitor your student's progress.
- Provide your student with encouragement.
- Check your student's work or supervise your student's checking of his or her own work.
- Supervise the submission of Assignment Booklets.
- Develop a routine and a good working relationship with your student. Remember, education is a partnership.

Here are a few other things you can do to help your student maximize his or her chances of success in this course:

- Read the chapter summaries in this guide before beginning each chapter. This will acquaint you with the concepts to be taught, the methodology used, and the required materials.
- Encourage your student to read the modules carefully and completely. Students should answer all questions in their Student Module Booklets unless directed otherwise. In some cases it may be appropriate for your student to discuss the questions with you. The student should check his or her responses with the Suggested Answers after he or she has attempted to answer the questions. Encourage your student to discuss his or her answers with you after comparing his or her responses with the Suggested Answers.

- Since developing speaking and listening skills is important, students must be provided with opportunities to work with others. As much as possible, encourage your student to discuss the activities, ideas, and assignments in the course with you or with others.
- Many of the activities ask students to discuss a piece of text with a partner or to listen to other people's opinions. In the writing assignments, students are encouraged to work with partners to brainstorm ideas or to seek assistance with revising or editing. You can be a partner in learning or arrange for a relative or friend to be the student's partner.
- Be patient and respectful of the student's way of thinking so that he or she feels comfortable in taking intellectual risks and feels secure when asking questions or forming hypotheses. You also have the critical role of encouraging and challenging the student to become actively involved in the learning process. Set up a rich learning environment that invites exploration and discovery.
- Encourage your student to read as much as possible. As with most other skills, reading improves with practice. In addition to the course materials, students should read stories and magazine or newspaper articles about Alberta and Albertans.
- Remember that the skills of reading, writing, speaking, listening, viewing, and representing improve gradually with effort and practice. Encourage your student to work slowly and carefully through the modules and assignments so that he or she will achieve maximum benefit from the course.
- Ensure that your student works through each Assignment Booklet slowly and carefully. Most assignments include assessment criteria so that students can see how the assignment will be marked. Review the assessment criteria with your student before he or she begins each assignment. Encourage your student to revise and edit his or her work—assignments should reflect the student's best efforts. As you guide and advise your student, be sure that you do not direct or take control of the work being done. Students must assume responsibility for their work and learn from their mistakes as well as their achievements.
- Review your student's assignments when they have been marked and returned by the teacher. It is natural for the student to make errors and mistakes. Help the student to understand his or her areas of relative strength and weakness and to see where improvements are needed. Try to praise your student's efforts and successes, and give encouragement when he or she is facing challenges.

Arranging the Learning Area

Arrange a quiet area with no distractions to become the permanent “classroom.” You might choose the kitchen or the student's room, or you may have the luxury of a spare bedroom to turn into a learning area. You should have a bookcase, chalkboard or whiteboard, a desk or table to work on, and a bulletin board for student work and learning charts. The side of a refrigerator makes an ideal bulletin board. Proper lighting and comfortable seating are essential. Organizational tools, such as baskets, pails, and filing cabinets, are useful and help keep supplies handy to the work area.

Time Commitment

A well-managed home school begins with a commitment to planning. Long-range planning, weekly goal setting, and day-to-day decision making will help you gain confidence. Involve the student in the planning where possible.

On a weekly basis, be sure to spend enough time preparing activities, organizing the week's schedule, planning field trips and outings (such as trips to the library), and gathering learning materials and books related to the topic.

Set a definite time period for each social studies lesson. The suggested time for social studies is 35 minutes per day, five times per week.

Be prepared to modify your plans as circumstances change. Be flexible, but do not procrastinate. A planned approach to module completion will help your student successfully complete the course.

Assessment

Assessment is important to the development of every learner. There are two kinds of assessment in this course: informal and formal. As the home instructor, you will take part in the informal assessment.

Your student will be evaluated using several assessment tools. The teacher will use information from Assignment Booklet questions, writing assignments, and home instructor observations.

Informal Assessment

The Suggested Answers in the Appendix of each Student Module Booklet give students immediate feedback, which confirms and clarifies their understanding before they go on. At the elementary level, monitoring student responses and discussing the results with students is one of the most important duties of the home instructor. When your student has completed an activity, you should skim over it to be sure he or she has spent enough time and effort on the activity.

When checking your student's work, first focus on the work he or she has done correctly and then comment on his or her efforts. Then, if necessary, spend time clearing up any misunderstandings. Following are a few suggestions that have proved to be constructive ways of handling errors. First, stop to consider why there are errors. Ask yourself the following questions:

- Is the student repeatedly making the same errors, or do the errors appear to be random?
- Do the errors appear to be the result of carelessness?

If your student is repeatedly making the same mistakes, you may need to read through that chapter and explain in your own words what the main ideas are. If the errors are random and do not have a serious impact, then they may be ignored. If the errors appear to be due to carelessness, you may need to

- check to see if your student understands the directions
- relate the activity where the error occurred to some meaningful aspect of your student's life
- discuss the information with your student
- have your student slow down
- give your student a rest

Always instruct your student to correct incorrect responses. The Student Module Booklet becomes an important reference when doing assignments, and it is essential that it is accurate. Remember, it is very important that students not only learn from their corrections, but that they also realize that making mistakes is a normal part of learning.

Formal Assessment

Formal assessment is based on the work students do in their Assignment Booklets, which are marked by a teacher.

There are two Assignment Booklets for each module in the course. The assignments are based on the work the student has completed in the module. Your student may refer to the Student Module Booklet while completing the assignments. Each assignment that is submitted for assessment is judged on the basis of the student's demonstrated understanding of the concepts taught in that module, completeness of work, neatness, and legibility.

The teacher will provide written comments and assign a grade at the end of each module. Discuss the teacher's comments with your student and help her or him set improvement goals. The teacher's comments may help you focus on areas where your student needs extra practice or help. Focus on the student's strengths and support the student in areas of weakness.

After the student's assignments have been reviewed, place them in a binder or other suitable organizer for future reference. You will see growth by comparing present work with previous submissions. Give the student specific praise for effort and apparent improvement.

Special Features

The Student Module Booklet has many special features. Some will help your student move around the material more easily. Some provide information, while others are there primarily for student interest. The following are special features of Grade 4 Social Studies:

- **Icons:** Several icons appear in the Student Module Booklet. These symbols are cues for your student to do something. Be sure that your student has a clear understanding of what each icon means.



Get help from
your teacher or
home instructor.



Use the Internet.



Go to the
Assignment Booklet.



Check your answers
in the Appendix.



Use the Grade 4
Social Studies
Multimedia CD.



Use your atlas.



Do a "Beyond the
Story" activity.



Use your map of
Alberta.

- **Key Words:** Key words, or new words, are indicated with boldface type. They are defined in a box on the same page. They are also listed alphabetically in the Glossary found in the Appendix of the Student Module Booklet.
- **Internet Links:** Internet links offer extra resource suggestions for many of the activities, relating directly to the topic being studied. They refer the student to specific websites on the Internet. It is important to preview all Internet links to ensure they are relevant and appropriate for your student.
- **Internet Journal:** Students are encouraged to keep an Internet Journal of websites with information about Alberta. This will be useful in helping to complete the culminating research project at the conclusion of this course. A blank template page for this journal is included in the Appendix of Module 1.
- **Did You Know? Boxes:** Occasional sentences or short paragraphs are scattered throughout each module. These Did You Know? features offer unusual or interesting facts about Alberta and information relating to the main text. They are intended primarily for student interest.
- **Beyond the Story:** Throughout the Student Module Booklets you will find extension activities designed to further the student's understanding of the concepts covered in that chapter. Although these activities are optional, it is strongly recommended that your student pursue these as time and interest warrant.

Module 1: Grasslands: Sacred Circles and Square Forts

In Module 1 the student is introduced to the main characters—twins Isabelle and Alex Gladue and their grandparents, Halyna and Ian. As they travel throughout the Grasslands Region, they learn about the province, where to find it on a map of Canada, what the climate is, what kind of landforms it has, and how the land helps Albertans enjoy a good life. Through stories and conversations between the twins and their grandparents, the student learns about the First Nations people who lived and still live on the grasslands and the NWMP who came to the region in 1874.

Before beginning Module 1, introduce the student to the Student Module Booklet.

- Explain to the student that the Student Module Booklet is his or her course book for social studies. Look at the cover of the Student Module Booklet and discuss the picture. Briefly talk about the focus of this social studies course. (See the Program Rationale and Philosophy section in this Home Instructor's Guide.)
- The Welcome page introduces the student to the course. Have the student read the text. Discuss the titles of the modules and have the student predict what the modules might be about.
- Turn to the Contents page and discuss how this page tells the reader what is inside the book.
- Show the student all the components of the course. Discuss the purpose of the Home Instructor's Guides, the Assignment Booklets, and the nine Student Module Booklets.
- Look over the list of resources. Talk about the materials you require together.
- Discuss the special features of the modules. Point out examples of each one.
- Talk about the assessment and the feedback forms. Show the student an example of the feedback form in an Assignment Booklet.
- Review the icons.

- Look at the illustration of the family in the Module Overview, and explain to the student that he or she will see the two children throughout the year as they travel across Alberta.
- Have the student read the Module Overview aloud. This will allow the two of you to discuss the journey across Alberta and talk about the characters.
- Remind the student that the Assignment Booklet is for work that is sent to the teacher to mark.
- To keep track of the websites visited throughout the course, encourage your student to write them in his or her Internet Journal. Suggested websites for this module include the following:
 - *The Atlas of Canada*
<http://atlas.gc.ca/site/english/index.html>
 - *Kidspace: Say Hello to the World*
<http://www.ipl.org/div/kidspace/hello>
 - *Travel Alberta*
<http://www1.travelalberta.com/choose.cfm>
 - *Glenbow Museum: Niitsitapiisini: Our Way of Life*
<http://www.glenbow.org/blackfoot/index.htm>
 - *Alberta: How the West Was Young: First Nations and Métis*
http://www.abheritage.ca/alberta/fn_metis/index.html
 - *Royal Alberta Museum*
<http://www.royalalbertamuseum.ca/>
 - *Alberta: How the West Was Young: Archaeology and Pre-Contact*
<http://www.abheritage.ca/Alberta/archaeology/index.html>
 - *Royal Alberta Museum: What Is a Medicine Wheel?*
<http://www.royalalbertamuseum.ca/human/archaeo/faq/medwhls.htm>
 - *Great Canadian Rivers: The Milk River*
<http://www.greatcanadianrivers.com/rivers/milk/culture-home.html>
 - *Glenbow Museum: Niitsitapiisini: Our Way of Life: How We Lived with the Land*
http://www.glenbow.org/blackfoot/EN/html/how_we_moved_camp.htm
 - *The Lewis and Clark Rediscovery Project: Camp Life and Seasonal Round*
<http://www.13-lewisandclark.com/ShowOneObject.asp?SiteID=32&ObjectID=344>
 - *Alberta: How the West Was Young: Head-Smashed-In Buffalo Jump*
http://www.abheritage.ca/alberta/archaeology/site_profiles_headsmashedin.html
 - *Head-Smashed-In Buffalo Jump Interpretive Centre*
<http://www.head-smashed-in.com/>
 - *RaysWeb: Grasslands Region: Alberta, Canada*
<http://raysweb.net/specialplaces/pages/grassland.html>

- *Alberta, Naturally: Natural Regions of Alberta*
<http://www.abheritage.ca/abnature/map.htm>
- *Environment Canada: National Climate Archive*
<http://www.climate.weatheroffice.ec.gc.ca>
- *Alberta, Naturally: The Grassland Region*
<http://www.abheritage.ca/abnature/grasslands/grassland.htm>
- *Alberta, Naturally: The Grassland Region: Grassland Flash Zone*
<http://www.abheritage.ca/abnature/grasslands/flash.htm>
- *Head-Smashed-In Buffalo Jump Interpretive Centre: Blackfoot History*
<http://www.head-smashed-in.com/black.html>
- *Indian Uses of the Buffalo*
<http://www.bluecloud.org/11.html>
- *Story Robes*
<http://pages.prodigy.net/jzeller/storyrobe/srobe4.htm>
- *Calgary Board of Education: The Blackfoot*
<http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/>
- *Glenbow Museum: Niitsitapiisini: Our Way of Life: How We Lived with the Buffalo*
http://www.glenbow.org/blackfoot/EN/html/how_we_lived_with_the_buffalo.htm
- *Calgary Board of Education: The Blackfoot: Story Robes and Legends*
<http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/html/robestories.htm>

Assessment

This is how the marks for Module 1 are distributed:

Assignment Booklet 1A

Chapter 3 Assignment	13 marks
Chapter 4 Assignment	16 marks
Chapter 5 Assignment	21 marks
Chapter 6 Assignment	<u>25 marks</u>
Total	75 marks

Assignment Booklet 1B

Chapter 7 Assignment	40 marks
Chapter 8 Assignment	10 marks
Chapter 9 Assignment	10 marks
Chapter 11 Assignment	13 marks
Chapter 13 Assignment	5 marks
Chapter 14 Assignment	<u>47 marks</u>
Total	125 marks

Field Trips and Speakers

Field trips and speakers can enrich your student's experience and help reinforce concepts. This module provides several opportunities for both.

- Listen to geographers, meteorologists, farmers, and ranchers discuss landforms, natural regions, the climate, and industries covered in the module.
- Listen to wildlife officials, such as federal park wardens, provincial park rangers, and Fish and Wildlife officers, talk about wildlife in the Grasslands Region.
- You may wish to visit a natural history museum, such as the Royal Alberta Museum in Edmonton, which has excellent dioramas of Alberta wildlife and exhibits of Aboriginal culture.
- To correspond to Chapter 12, a visit to a farm is recommended for your student to see first-hand how a farm is managed. Prepare for the visit at least several days before beginning Chapter 12.
- Listen to local historians and community elders talk about local history and the stories of the region.
- recommended field trips:
 - Glenbow Museum in Calgary
 - Writing-on-Stone Provincial Park
 - Head-Smashed-In Buffalo Jump
 - Cypress Hills Interpretive Centre
 - Majorville Medicine Wheel Project (one of the oldest medicine wheel sites and wetlands with a spectacular array of ducks and waterfowl)
 - Fort Macleod Museum

Supplemental Reading Materials

The following are books to supplement the topics covered in Module 1. They are available at your local library. Check with the reference librarian at your library for others that are available on this topic.

- *Canada, The Land*, by Bobbie Kalman, Crabtree Publishing, 2002.
- *Journey Through Canada*, by Richard Tames, Troll Associates, 1997.
- *Landscapes of Alberta*, by Lynda Hoffman and Pat Redhead, Alberta Education, 1979.

The following books are excellent reference materials, but are above a Grade 4 reading level. They are available at your local library. Refer the student to the relevant passages, but assist the student with any difficult words or concepts.

- *The First Albertans—An Archaeological Search*, by Gail Helgason, Lone Pine Publishing, 1987.
- *Flashback Canada* (fourth edition), by J. Bradley Cruxton and W. Douglas Wilson, Oxford University Press, 1999.
- *Indian Tribes of Alberta*, by Hugh A. Dempsey, Calgary: Glenbow Museum, 1986.
- *The Story of Canada*, by Janet Lunn and Christopher Moore, Lester Publishing and Key Porter Books, 1996.

Gather stories of the Blackfoot Peoples, including the following:

- “The Bear Who Stole the Chinook”
- “The Ghost Pipe”
- “Napi and the Mice”
- “Napi and the Rock”

Additional Materials for Module 1

The following material may be ordered from Alberta Environment:

- Alberta topography poster
- Caring for the Land poster kit
- Grasslands poster
- Snakes of Alberta poster
- Alberta Wildlife Viewing Guide

To receive these materials free of charge, phone (780) 944-0313 or 310-0000 (toll-free outside of Edmonton). You may also e-mail env.infocent@gov.ab.ca.

Chapter Summaries

Read each chapter in the Student Module Booklet to familiarize yourself with it **before** instructing the student. You should decide how much time the student requires when introducing a new concept. Some students may only need a small amount, others more.

Chapter 1: Alberta Bound

This chapter should take approximately 40 minutes to complete.

Objective

The student is introduced to the Gladue family.

Instructional Strategies

Have the student read the narrative silently and then discuss the content of the text together.

When the home instructor icon appears in the text, give assistance to the student as necessary. Sometimes you will be required to listen or join in a discussion about a particular topic.

Together with the student, respond to the questions at the end of the chapter. Show the student how to find countries in an atlas by using the index. Look through the atlas together and guide the student as needed. If you have a globe, show the student the location of the different countries mentioned.

Chapter 2: Taking Care of Business

This chapter should take approximately 40 minutes to complete.

Objective

The focus is on interesting places in Alberta and finding them on a map.

Instructional Strategies

Discuss places in Alberta that would be of interest to the twins. Have the student answer the questions. With the student, find the places on the map of Alberta.

Point out that the **bolded words** in the text are defined in a box on that page and in the Glossary in the Appendix. Explain to the student that the bolded words are key words that he or she needs to know the meaning of. Have the student read aloud the definition of the glossary words every time one appears in the module. To reinforce the meaning of the key word, ask the student to construct a sentence using it.

Encourage the student to begin a collection of words. These can include the key words and any other on-topic words the student comes across on websites or in his or her readings. These can be posted on a bulletin board and referred to throughout the course.

Show the student how to locate the Atlas of Canada website on the Internet. This is an excellent government website with a variety of maps. The website address is <http://atlas.gc.ca/site/english/index.html>. Click on "Reference Maps," then "Provinces and Territories," then "Alberta." If time permits, allow the student to explore the website.

To keep track of the websites visited throughout the course, encourage the student to write them in his or her Internet Journal, which is included in the Appendix of Module 1. The student may use the one in the Student Module Booklet or create one of his or her own.

Have the student include the Atlas of Canada website address in the Internet Journal for future reference.

Beyond the Story

To find a website mentioned here, type "hello in different languages" in a search engine, like Google. You will find many websites on this topic. One recommended website is <http://www.ipl.org/div/kidspace/hello/>.

The extension activities provide excellent opportunities for the student to share what he or she has learned with family members. The student can read what he or she has written aloud to others and then display the work, along with any drawings, graphs, artwork, and so on, on a bulletin board or some other spot in the home where others can see it.

Chapter 3: Welcome to Alberta

This chapter should take approximately 40 minutes to complete.

Objective

The student learns where Alberta is located in relation to the rest of the world. The student learns the names of the other provinces and territories of Canada.

Instructional Strategies

With the student, study the graphic of the globe on page 28 in the Student Module Booklet. Ensure the student understands that North America is a continent and is aware of Canada's place on it. Point out Alberta. Study the map of Canada on page 29 together. After the student draws the border around Alberta, show him or her where to check the answer in the Appendix.

Have the student respond to the remaining questions and correct them using the Suggested Answers.

To find websites about Alberta, type *Alberta* in a search engine and explore the sites that are listed. One recommended site is <http://www1.travelalberta.com/choose.cfm>, which has a "Just for Kids!" link. If time permits, allow the student to explore other Alberta websites. Remind the student to include the new sites in the Internet Journal for future reference.

At the end of the chapter, direct the student to the Chapter 3 Assignment in Assignment Booklet 1A. Remind the student that he or she must work on the assignments alone. Give assistance only if the student does not understand the wording of the assignment.

Chapter 4: The Lay of the Land

This chapter should take approximately 80 minutes to complete.

Objective

The student learns where Alberta is located in relation to the other provinces and territories of Canada. The student learns about the landforms of Alberta.

Instructional Strategies

Help your student as necessary to listen to "How Alberta Got Its Name" on the Grade 4 Social Studies Multimedia CD. To do this, insert the Grade 4 Social Studies Multimedia CD into the disc drive. When the screen opens, click on "start.html." As soon as the next screen appears, click on "Launch Resource." Select Module 1 on the map of Alberta. Choose "How Alberta Got Its Name" from the list on the left and invite the student to listen.

Assist the student in using the atlas to find the major cities, rivers, and lakes in Alberta. Show the student the index and explain its use.

The student may need help with the directions and with calculating distances on the map. Give assistance as needed. Remind the student to check the answers in the Suggested Answers in the Appendix.

Help your student view "Alberta Sights" and "Destination Alberta" on the Grade 4 Social Studies Multimedia CD.

The student works in Assignment Booklet 1A at designated points in this chapter. Pencil crayons and a ruler are needed to complete the map assignment.

Beyond the Story

The student will need drawing paper and pencil crayons to complete this activity. Discuss the landforms, animals, plants, and trees that are found in the environment where the student lives. Have the student use the name of the land formation they live in as the title of the drawing.

Chapter 5: In the Mists of Time

This chapter should take approximately 80 minutes to complete.

Objective

This chapter introduces the twins to some of the beliefs of First Peoples of Alberta, such as all creation is sacred and must be treated with care and thanksgiving. The student “visits” Writing-on-Stone Provincial Park and learns about the pictures that are carved and painted on the canyon walls.

Instructional Strategies

The student learns about the Soyi-tapix (prairie people) who lived in southern Alberta and spoke the Blackfoot language. They include the Siksika (Blackfoot Nation), Kainai (Blood Nation), and Piikani (Peigan Nation). Discuss all the names with the student, but focus on the three groups of Peoples of the Blackfoot Confederacy. The student should know the names in both English and Blackfoot.

Many First Nations believed that they were protectors of the land and creations. They each had an area that they protected and each Nation respected the others’ right to do so. Within this area, they travelled in a circular seasonal time frame for hunting, gathering wild vegetables and fruit, ceremonies, and meeting with other Nations. Generally, the Blackfoot would summer on the plains and winter in the foothills. The map refers to the approximate territories of each group.

The time frame is about 400 years ago, before the arrival of the Cree and the fur traders. The student will gain a greater understanding of the First Peoples if he or she also researches the Tsuu T’ina (Sarcee Nation), who also lived in the area at this time, and the Nakoda (Stoney Nation), who began moving into the region around this time. The Sarcee spoke an Athapaskan dialect and the Stoney spoke a Siouan dialect. The three language families (Algonquian, Athapaskan, and Siouan) are as different from one another as German is from Japanese and Russian.

Prepare a large piece of chart paper and hang it in the student’s study area. Brainstorm a list of questions about the Soyi-tapix with the student and write them on the chart.

The following websites may provide useful information about the Blackfoot peoples:

- <http://www.glenbow.org/blackfoot/index.htm>
- http://www.abheritage.ca/alberta/fn_metis/index.html
- <http://www.royalalbertamuseum.ca/>

Visit the library with the student and gather a variety of books, encyclopedias, and other reference materials. Display the books in the student’s study area.

The second part of this chapter situates the twins in the rough canyon carved by Milk River, called Writing-on-Stone Provincial Park. The canyon walls are covered with picture writing and carving. It is a place that is considered sacred by First Nations peoples. As your student reads the introductory story, he or she should imagine both the changes to the canyon and the changes in the lives of the Peoples. Compare the lives of the Peoples before the leader saw the terrible changes and then reflect on what happened after the hunters indiscriminately destroyed the great bison herds.

Primarily, First Nations peoples passed on their knowledge and culture through an intricate oral language. They did, however, leave a record of their lives in pictures and carvings. Their pictographs, usually painted in red ochre paint, include human figures, weaponry, animals, and other symbols. The petroglyphs, carved into the rocky walls, also include human figures, weaponry, animals, and other symbols. Some pictographs and petroglyphs are very symbolic, and perhaps show images that appeared during a vision quest. Discuss examples of pictographs and petroglyphs found at Writing-on-Stone Provincial Park and look for stories and images that indicate the life and beliefs of the First Peoples. Writing-on-Stone Provincial Park is now a protected World Heritage Site, but was damaged when hunters and even some NWMP used the walls for target practice.

The student works on the Chapter 5 Assignment in Assignment Booklet 1A at designated points in this chapter. Before the student starts the art activity, be sure he or she understands the lives of the hunting communities and the suffering they endured when their source of food was destroyed. The student will need pencil crayons or paints to complete this activity.

The following websites may provide useful information:

- <http://www.abheritage.ca/Alberta/archaeology/index.html>
- <http://www.royalalbertamuseum.ca/human/archaeo/faq/medwhls.htm>
- <http://www.greatcanadianrivers.com/rivers/milk/culture-home.html>

Chapter 6: Stories in Stone

This chapter should take approximately 40 minutes to complete.

Objective

The twins continue their study of pictographs and petroglyphs, visit an ancient medicine wheel site at Cypress Hills, and learn an interpretation of four symbols important to the Blackfoot Nation: bear, bison, eagle, and wolf. Many traditional Aboriginal cultures consider the number four to be a sacred symbolic number.

Instructional Strategies

Find additional examples of pictographs and petroglyphs to share with your students.

At the end of the chapter, direct the student to the Chapter 6 Assignment in Assignment Booklet 1A. He or she will need pencil crayons to complete this assignment.

Beyond the Story

The student should understand that there are more than 50 medicine wheels in southern Alberta and Saskatchewan. Some are circular and some have straight lines pointing out from the centre. The mysterious structures were usually built in high and hard-to-reach places. Their purpose is unclear, but they may have been used to point out star constellations, to honour the spirit of great leaders or the spirit of bison, and for sacred and ceremonial functions. The earliest medicine wheels are believed to be 5500 years old. The student should research medicine wheels sites and read library books to gain a greater understanding of these mysterious symbols and their importance to First Nations peoples. The medicine wheels at Cypress Hills and in other areas, although sometimes sunken and moss-covered, are protected provincial sites.

ASSIGNMENT BOOKLET 1A

Grade 4 Social Studies
Module 1: Chapters 1–6

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

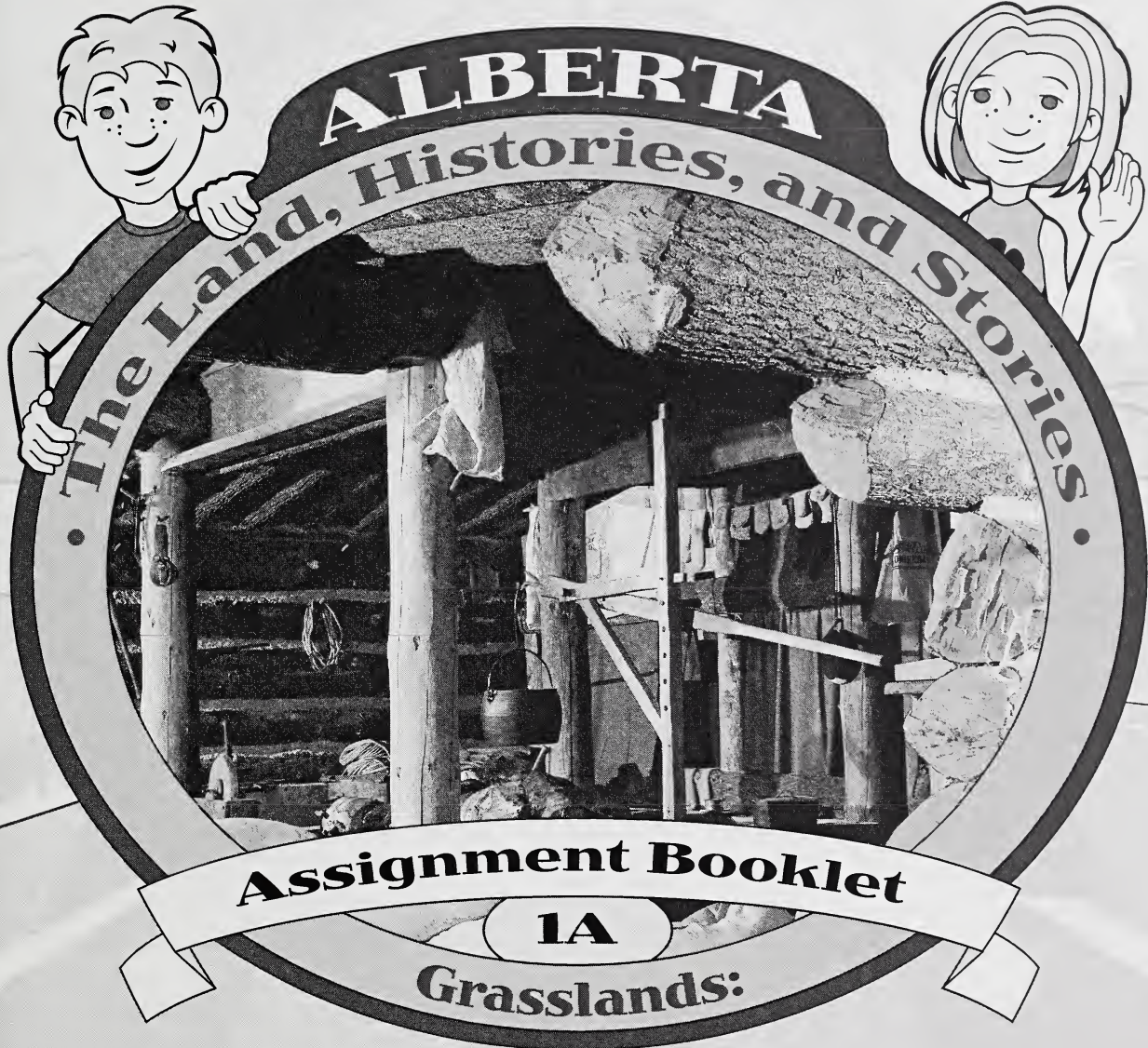
E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

GRADE

4

Social Studies



Sacred Circles and Square Forts



**Learning
Technologies
Branch**

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 3 Assignment	13	
Chapter 4 Assignment	16	
Chapter 5 Assignment	21	
Chapter 6 Assignment	25	
	75	

Teacher's Comments

Grade 4 Social Studies
Module 1: Grasslands: Sacred Circles and Square Forts
Assignment Booklet 1A
Learning Technologies Branch

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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 1A
GRADE 4 SOCIAL STUDIES: MODULE 1
CHAPTER 1 ASSIGNMENT TO CHAPTER 6 ASSIGNMENT

This Assignment Booklet is worth 75 marks out of the total 200 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

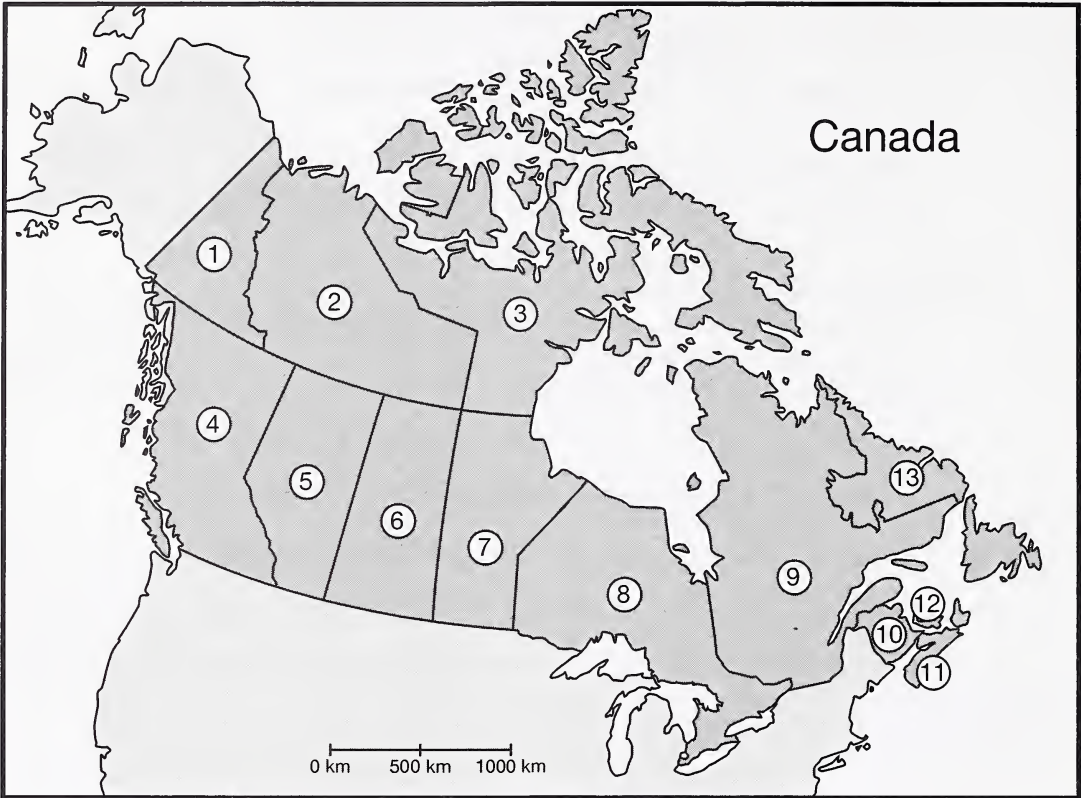
Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

13

Chapter 3 Assignment: Welcome to Alberta

On the following map of Canada, each of the ten provinces and three territories are numbered. On the lines below the map, write the names of the provinces and territories that correspond to the numbers on the map. Cross off the names of the provinces and territories in the box as you write them down. The first one is done for you. (1 mark for each correct answer)

British Columbia	Quebec
Ontario	New Brunswick
Prince Edward Island	Northwest Territories
Yukon	Manitoba
Nunavut	Newfoundland and Labrador
Alberta	Saskatchewan
Nova Scotia	



- 1. _____ Yukon _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____



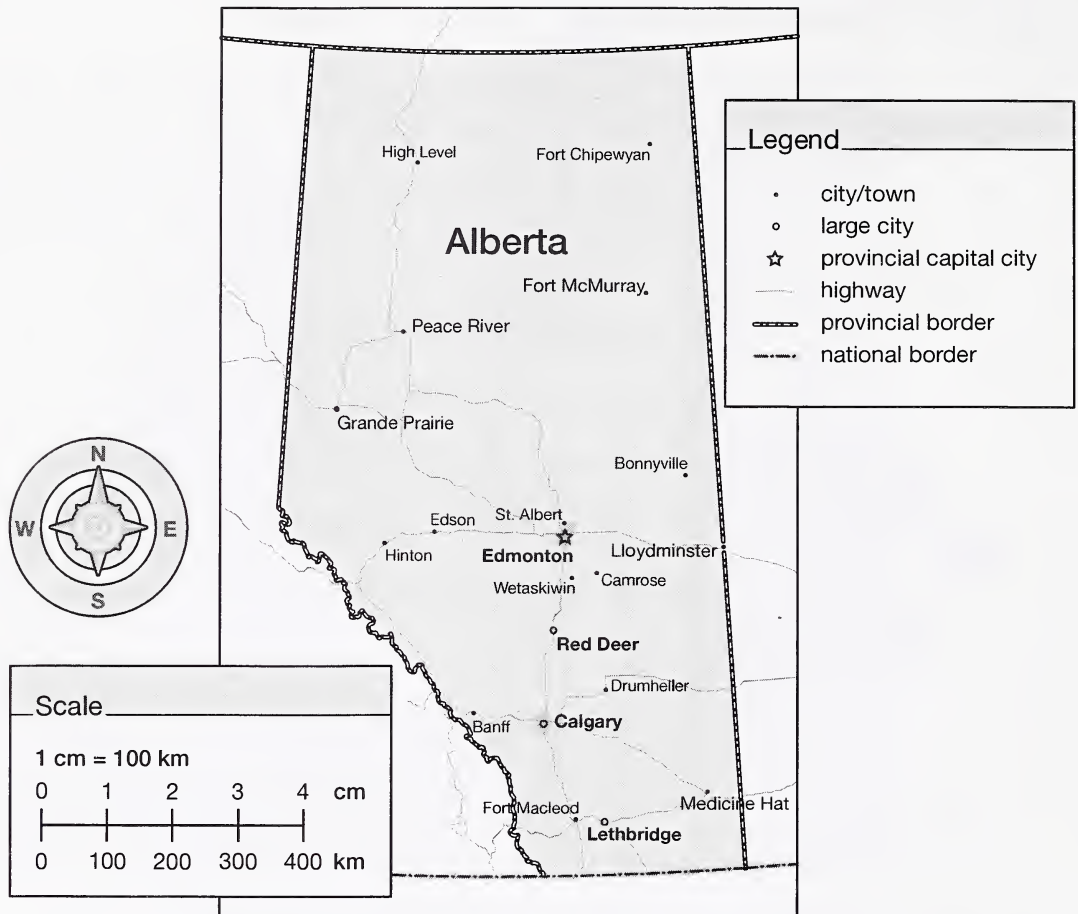
Turn to Chapter 4 in the Module 1 Student Module Booklet.

16

Chapter 4 Assignment: The Lay of the Land

1. Use the map of Canada to do the following questions.

- ① a. Colour Alberta blue.
- ① b. Colour the province to the west of Alberta yellow. Print its name on the line below.
- _____
- ① c. Colour the province to the east of Alberta pink. Print its name on the line below.
- _____
- ① d. Colour the territory to the north of Alberta green. Print its name on the line below.
- _____



2. Using the scale on the map of Alberta and a ruler, calculate the distances in kilometres between these cities. Write your answers on the lines.

- ① a. Edmonton and Fort McMurray _____ kilometres
- ① b. Medicine Hat and Grande Prairie _____ kilometres
- ① 3. a. Can you tell by looking at the map what the capital city is? _____
- ① b. How? _____
- ① c. What is the capital city of Alberta? _____

4. This map of Alberta shows the four landforms of Alberta.



①

a. Colour the Rocky Mountains landform blue.

①

b. Colour the Interior Plains landform yellow.

①

c. Colour the Foothills landform green.

①

d. Colour the Canadian Shield landform pink.

①

e. Place a black X where you live on the map.

①

5. In which landform do you live?

①

6. According to the map, which landform covers most of Alberta?



Turn to Chapter 5 in the Module 1 Student Module Booklet.

21

Chapter 5 Assignment: In the Mists of Time**1. History on a Map (Part 1)**

All the map work should be completed on the map found at the end of this Assignment Booklet. You will also use the map for the Chapter 5, 6, 8, 13, and 14 Assignments. You will send the map for marking at the end of Assignment Booklet 1B, so no marks will be given for the map until then.

Instructions for all of the map work for Assignments 5, 6, 8, 13, and 14 are repeated in the Chapter 14 Assignment in Assignment Booklet 1B.

- a. Draw an outline of the region where the Soyi-tapix told stories, laughed, and lived before the fur traders and the Cree Peoples moved to their lands. Be sure to show the lands of the Kainai, Piikani, and Siksika Nations.
- b. Start a legend for the map. Draw the shape of the outline in the legend. Write the words **Blackfoot Confederacy** next to the shape in the legend.

6

2. Write the names of the Peoples of the Blackfoot Confederacy in both Blackfoot and English. Choose only the name they call themselves for each group. Be sure to spell the names correctly.

Blackfoot**English**



Turn to page 50 in Chapter 5 in the Module 1 Student Module Booklet.

3. History on a Map (Part 2)

Take out your map that you started earlier in this Assignment Booklet.

- a. Find Milk River in your atlas. Then draw Milk River on the map.

Remember: Rivers don't flow in straight lines.

- b. Choose a symbol for Writing-on-Stone Provincial Park and draw it on the map. Be sure it's near Milk River.

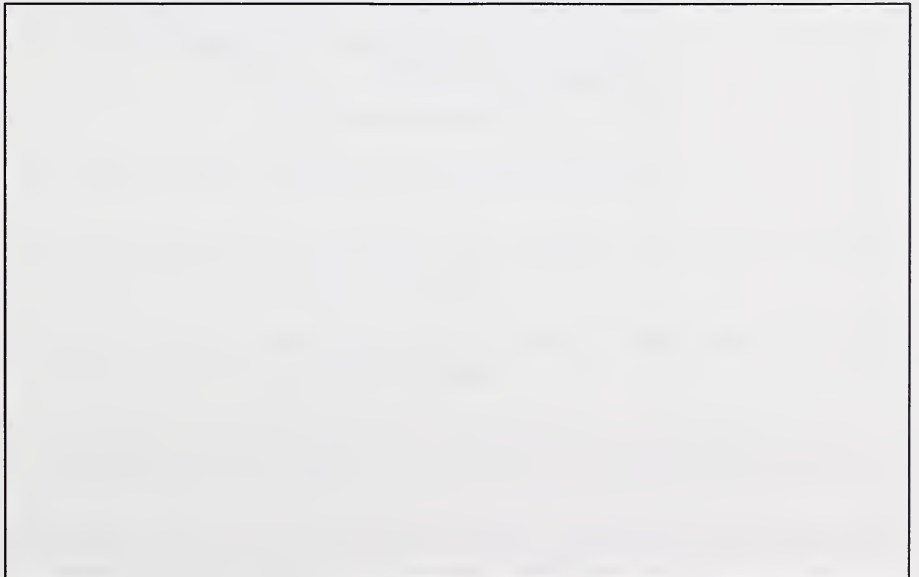
- c. Draw the symbol for Milk River in the legend. Write the words **Milk River** next to the symbol.

- d. Draw the symbol for Writing-on-Stone Provincial Park in the legend. Write the words **Writing-on-Stone Provincial Park** next to the symbol.

4. Read all the instructions for this question carefully before beginning. Imagine and plan your pictures or pictographs carefully before drawing them in the rectangles.

5

- a. Imagine the First Nations hunters of long, long ago. In the rectangle below, tell the story of the hunters and the mighty mastodon. Draw the story in pictures or pictographs. When you are done, outline the rectangle in a soft red.



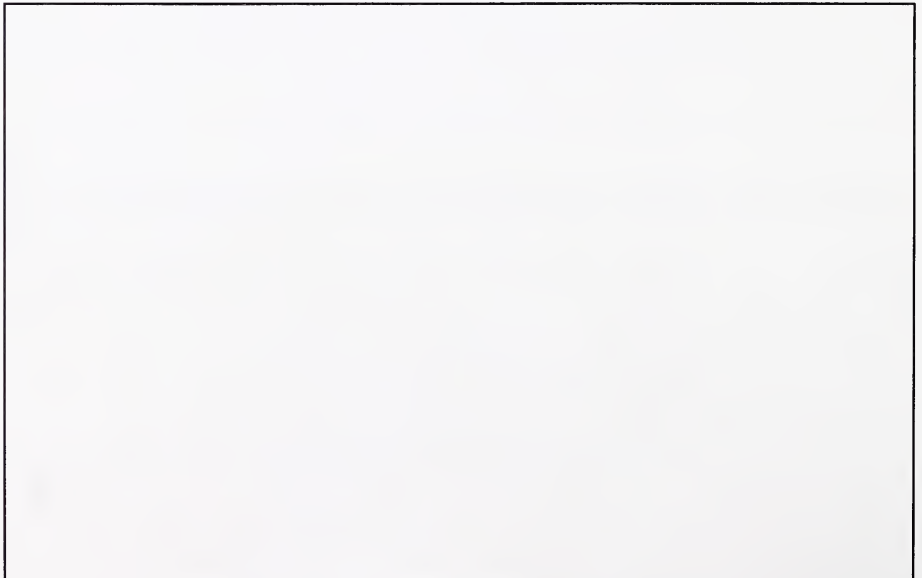
5

- b. Imagine the First Nations hunters on the grasslands of Alberta. In the rectangle below, tell the story of the hunters and the mighty bison. Draw the story in pictures or pictographs. When you are done, outline the rectangle a warm red.



5

- c. Imagine the sport hunters arriving on the grasslands of Alberta. In the rectangle below, show a small calf crying near a pile of bleaching bones. Draw the story in pictures or pictographs. When you are done, outline the rectangle in blood red.



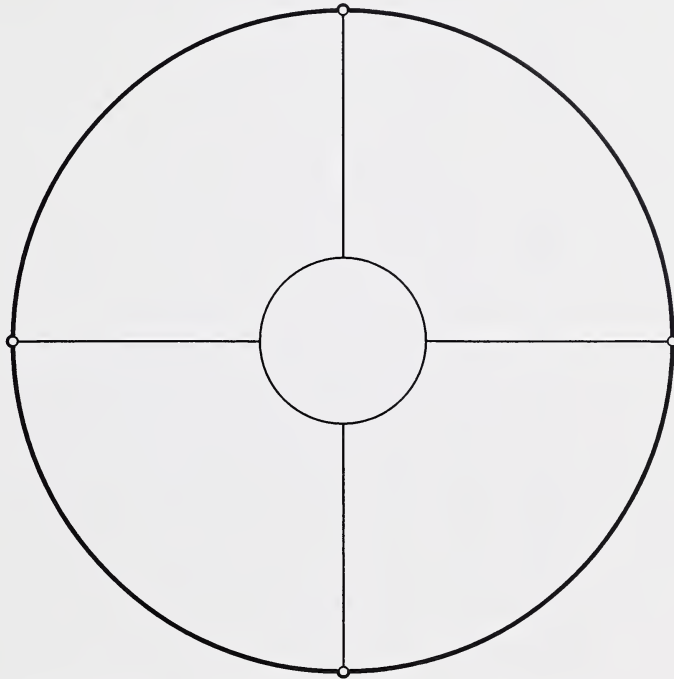


Turn to Chapter 6 in the Module 1 Student Module Booklet.

25

Chapter 6 Assignment: Stories in Stone

1. a. Follow the instructions below.



- ① i. Inside the small inner circle print the word **Creator**.
- ④ ii. Draw an eagle in the top right corner. Imagine the eagle flying close to the sun. Under the eagle, print **Birth**.
- ④ iii. Next, in the lower right corner, draw a circle of bison surrounding baby calves. Under the bison, print **Youth**.
- ④ iv. Then draw a grizzly bear in the bottom left corner. Imagine the bear standing up on two legs. Under the grizzly, print the word **Adulthood**.
- ④ v. Finally, draw a wolf in the top left corner. Imagine wolves hunting in a pack. Under the wolf, print the words **Old Age**.

8

- b. Choose one of the animal symbols (an eagle, bison, bear, or wolf). In your own words, explain how observing the creature could help you live a better life. Use complete sentences. Reread your paragraph and correct any mistakes you find. Use a dictionary if you are unsure of the spelling of a word.

[illegible]

2. History on a Map (Part 3)

Take out the map you began in the Chapter 5 Assignment.

- Draw a medicine wheel symbol at Cypress Hills.
- Add the symbol to the legend. Write the words **Medicine Wheel** next to the symbol in the legend.

- b. Add the symbol to the legend. Write the words **Medicine Wheel** next to the symbol in the legend.



